



**Brookhaven School District
Pacing Guide
Sixth Grade ELA**

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

1 st NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period (in the language of the standards)	Standards	Resources (textbooks, links, etc.)
August 6-October 5	Pronouns (proper case, vague pronouns, pronoun shifts, intensive)/Variations from standard English and strategies to improve ♦ Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Ensure that pronouns are in the proper case (subjective, objective, possessive). - Use intensive pronouns (e.g., myself, ourselves). - Recognize and correct inappropriate shifts in pronoun number and person.* - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	L.6.1 L.6.1a L.6.1b L.6.1c L.6.1d L.6.1e	Core Chomp, Standards HW, Interactive Writing Notebook
August 6-October 5	Non-Restrictive Elements (commas, parenthesis, dashes)/spelling ♦ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* - Spell correctly.	L.6.2 L.6.2a L.6.2b	Core Chomp, Standards HW, Interactive Writing Notebook
August 6-October 5	Style and Tone - Maintain consistency in style and tone.*	L.6.3b	Core Chomp, Standards HW, Interactive Writing HW
August 6-October 5	Argument Writing (all aspects) DETAILED FOCUS: **Sept. 3-7-W.6.1a-c **Sept. 10-14-W.6.1d-e **Sept. 17-28-W.6.1a-e ♦ Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented.	W.6.1 W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook
August 6-October 5	Develop and strengthen writing using the writing process. Write appropriate to task and purpose. Grammar/Mechanics ♦ Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Ensure that pronouns are in the proper case (subjective, objective, possessive). - Use intensive pronouns (e.g., myself, ourselves). - Recognize and correct inappropriate shifts in pronoun number and person.* - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* ♦ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* - Spell correctly. ♦ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ♦ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) ♦ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate	L.6.1 L.6.1a L.6.1b L.6.1c L.6.1d L.6.1e L.6.2 L.6.2a L.6.2b W.6.4 W.6.5 W.6.6	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook

	sufficient command of keyboarding skills.		
August 6-October 5	<p>Speaking and Listening</p> <p>*rules for discussion *pose and respond questions *preparedness for discussions *review key ideas *follow an argument *present claims and findings</p> <p>♦Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>-Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>-Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>-Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>-Interpret figures of speech (e.g., personification) in context.</p> <p>-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>- Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SL.6.1</p> <p>SL.6.1a</p> <p>SL.6.1b</p> <p>SL.6.1c</p> <p>SL.6.1d</p> <p>L.6.4a</p> <p>L.6.5a</p> <p>RL.6.4</p> <p>L.6.6</p>	<p>**Done during class and group discussions in reading and writing</p> <p>*HW</p> <p>*Bellwork</p> <p>*Word of the Day</p> <p>*School-Wide Vocabulary</p>
August 6-10	<p>Writing and Grammar Review</p> <p>♦Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>- Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>- Use intensive pronouns (e.g., myself, ourselves).</p> <p>- Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>♦Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>- Spell correctly.</p> <p>♦Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>♦With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p>♦ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</p>	<p>L.6.1</p> <p>L.6.1a</p> <p>L.6.1b</p> <p>L.6.1c</p> <p>L.6.1d</p> <p>L.6.1e</p> <p>L.6.2</p> <p>L.6.2a</p> <p>L.6.2b</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p>	
August 13-17	<p>Text Evidence and Draw Inferences from Text</p> <p>♦Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>**Informational Text Passage-August 11 (*related to novel or theme and weekly skill) (annotate and analyze)</p>	<p>RL.6.1</p>	<p>*Reading Comp. Strategy Resources-pages 57-81</p> <p>*RL6.1 CC practice</p> <p>*Vocabulary Cards</p> <p>*Interactive Freebie Notebook</p> <p>*Day or Night</p> <p>*Inference Riddles</p> <p>*Classworks Mini-Lessons</p> <p>*Ready-Lesson 5</p> <p>*Novel</p>
August 20-24	<p>Theme/Main Idea/Summary</p> <p>♦Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based</p>	<p>RL.6.2</p>	<p>*Interactive Literature Notebook-Lesson 9</p> <p>*Reading Comp Strategy Resources-pages 107-132</p>
*Common Assessment 1-Ready			

Independent Practice for lessons 5/8/9 *Greek/Latin Roots Test 1	upon this determination.		*Breakout *SWBST Summary Template *Anchor Chart *Classworks Mini-Lessons *Ready-Lessons 8/9 *novel
August 27-31	♦Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **Informational Text Passage-August 25 (*related to novel or theme and weekly skill) (annotate and analyze)	RL.6.3	*Interactive Literature Notebook-Lessons 4-8 *Classworks Mini-Lessons *Ready – Lessons 6/7 *Novel
September 3-7 *Common Assessment 2-Ready Independent Practice for lessons 6/7/16 September 6 4.5 Week Test	♦Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5	*Interactive Literature Notebook-Lessons 1-3; 4-5 (*See RL3) *Classworks Mini-Lessons *Ready – Lesson 16 *Novel
September 10-14 **These skills will be covered numerous times throughout the 9 weeks. (*Ready Map Practice for Unit 2/4)	Word Meanings/Context Clues/Figurative Language -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Interpret figures of speech (e.g., personification) in context. ♦Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	L.6.4a L.6.5a RL.6.4	*Interactive Literature Notebook-Lessons 11-22 *Context Clues Interactive Notebook Bonus *Context Clues Anchor Charts *Context Dominoes *Bookmarks *Figurative Language puzzles *Animated PPT *Figurative Language Reference Sheet *Figurative Language Word Wall *Fig. Lang. Rap *Classworks Mini-Lessons *Ready – Lessons 13/14 *Novel
September 17-21 *Common Assessment 3-Ready Independent Practice for lesson 17	Point of View ♦Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6	*Interactive Literature Notebook-Lesson 10 *Studio C-Pinata Diaries *Classworks Mini-Lessons *Ready – Lesson 17 *Novel
September 24-28 *Common Assessment 4-Ready Independent Practice for Lesson 20	Compare and Contrast Texts; Compare and Contrast Formats ♦Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. ♦Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL .6.7 RL.6.9	*Interactive Literature Notebook-Lessons 23-24 *Classworks Mini-Lessons *Ready – Lesson 20(Media Feature 2) *Novel
October 1-5 (Ready Assessment 1)	9 Weeks Test		

2 nd NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
October 8-December 21 October 9 Report Card Pick-Up	<p>Speaking and Listening</p> <p>*rules for discussion *pose and respond questions *preparedness for discussions *review key ideas *follow an argument *present claims and findings</p> <p>*present claims and findings</p> <p>♦ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>-Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>-Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>-Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>♦ Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.6.1</p> <p>SL.6.1a</p> <p>SL.6.1b</p> <p>SL.6.1c</p> <p>SL.6.1d</p> <p>SL.6.4</p>	**Done during class and group discussions in reading and writing
October 8-December 21	<p>Informative Writing (all aspects)</p> <p>♦ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>-Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>-Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>-Establish and maintain a formal style.</p> <p>-Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>W.6.2</p> <p>W.6.2a</p> <p>W.6.2b</p> <p>W.6.2c</p> <p>W.6.2d</p> <p>W.6.2e</p> <p>W.6.2f</p>	<p>*Interactive Writing Notebook</p> <p>*Anchor Charts</p> <p>*Common Core Writing to Text</p> <p>*RACE Flipbook</p>
October 8-December 21	-Vary sentence patterns for meaning, reader/listener interest, and style.*	L.6.3a	<p>*Interactive Writing Notebook</p> <p>*Anchor Charts</p> <p>*Common Core Writing to Text</p> <p>*RACE Flipbook</p>
October 8-December 21	<p>Gather information from multiple sources. Trace and evaluate arguments and claims</p> <p>♦ Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>-Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<p>W.6.8</p> <p>W6.9b</p>	<p>*Interactive Writing Notebook</p> <p>*Anchor Charts</p> <p>*Common Core Writing to Text</p> <p>*RACE Flipbook</p>
October 8-12	<p>Cite text evidence and draw inferences from text.</p> <p>♦ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	RI.6.1	*Titanic *Interactive Informative Notebook
October 15-19 Common Assessment 1	<p>Determine a central idea and how it is conveyed.</p> <p>♦ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>	RI.6.2	*Titanic *Interactive Informative Notebook
October 22-26	♦ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.3	*Titanic *Interactive Informative Notebook
October 29- November 2 Common Assessment 2	♦ Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6.5	*Titanic *Interactive Informative Notebook

November 5-16 November 12 4.5 Weeks Test	Word Meanings; Greek and Latin roots and affixes; reference materials; word relationships; connotations and denotations ♦Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. -Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	RI.6.4 L.6.4b L.6.4c L.6.5b L.6.5c	*Titanic *Interactive Informative Notebook
November 26-30	Point of View ♦Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6	*Titanic *Interactive Informative Notebook
December 3-14	Integrate information from various sources. Trace and evaluate arguments and claims. Compare and contrast author presentations. ♦Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ♦Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ♦Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.7 RI.6.8 RI.6.9	*Titanic *Interactive Informative Notebook
December 17-21 Ready Assessment 2	9 Weeks Test		
3rd NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
January 7-February 1	Expository Writing ♦Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. -Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. -Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. -Use appropriate transitions to clarify the relationships among ideas and concepts. -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from the information or explanation presented.	W.6.2 W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e W.6.2f	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook
February 4-March 8	Argument Writing ♦Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented.	W.6.1 W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e	
January 7-March 8	Develop and strengthen writing using the writing process. Write appropriate to task and purpose. Research Projects/Information from multiple sources/specific purposes and time frames. Compare and contrast literary texts in regards to genre, theme, and similar topics. ♦Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook

	<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> ♦With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) ♦Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. ♦Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ♦ Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ♦ Apply grade 6 Reading standards to literary texts (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). ♦Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 	<p>W.6.5</p> <p>W.6.6</p> <p>W.6.7</p> <p>W.6.8</p> <p>W.6.9a</p> <p>W.6.10</p>	
January 7-March 8	<p>Speaking and Listening</p> <p>*rules for discussion *pose and respond questions *preparedness for discussions *review key ideas *follow an argument *present claims and findings *delineate arguments and claims *present claims and arguments logically and include relevant facts and details</p> <ul style="list-style-type: none"> ♦Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <p>-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>-Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>-Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>-Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <ul style="list-style-type: none"> ♦Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ♦ Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ♦ Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ♦ Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ♦ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) 	<p>SL.6.1</p> <p>SL.6.1a</p> <p>SL.6.1b</p> <p>SL.6.1c</p> <p>SL.6.1d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>	<p>**Done during class and group discussions in reading and writing</p>
January 7-11	<p>Text Evidence and Draw Inferences from Text</p> <ul style="list-style-type: none"> ♦Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<p>RL.6.1</p> <p>RI.6.1</p>	<p>*Interactive Writing Notebook</p> <p>*Anchor Charts</p> <p>*Common Core Writing to Text</p> <p>*RACE Flipbook</p> <p>*Passages</p>
January 14-18 Common Assessment 1	<p>Determine a central idea and how it is conveyed. Theme/Main Idea/Summary</p> <ul style="list-style-type: none"> ♦Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ♦Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination. 	<p>RI.6.2</p> <p>RL.6.2</p>	
January 21-25	<ul style="list-style-type: none"> ♦Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ♦Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 	<p>RL.6.3</p> <p>RI.6.3</p>	<p>*Interactive Literature Notebook-Lessons 4-8</p> <p>*Classworks Mini-Lessons</p>
Jan. 28-Feb. 1	<ul style="list-style-type: none"> ♦Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development 	<p>RL.6.5</p>	<p>*Interactive Literature</p>

Common Assessment 2	of the theme, setting, or plot. ♦Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6.5	Notebook-Lessons 1-3; 4-5 (*See RL3) *Classworks Mini-Lessons *Journeys * <i>Out of the Dust</i>
February 4-8 **These skills will be covered numerous times throughout the 9 weeks. February 7 4.5 Week Test	Word Meanings/Context Clues/Figurative Language/Word Relationships/Grade Level Vocabulary ♦Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). -Interpret figures of speech (e.g., personification) in context. ♦Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ♦Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ♦Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	L.6.4 L.6.4a L.6.4b L.6.4c L.6.4d L6.5a RL.6.4 L.6.6 RI.6.4	*Interactive Literature Notebook-Lessons 11-22 *Context Clues Interactive Notebook Bonus *Context Clues Anchor Charts *Context Dominoes *Bookmarks *Figurative Language puzzles *Animated PPT *Figurative Language Reference Sheet *Figurative Language Word Wall *Fig. Lang. Rap *Classworks Mini-Lessons *Journeys * <i>Out of the Dust</i>
February 11-15	Point of View; Author’s Purpose ♦Explain how an author develops the point of view of the narrator or speaker in a text. ♦Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	RL.6.6 RI.6.6	*Interactive Literature Notebook-Lesson 10 *Studio C-Pinata Diaries *Classworks Mini-Lessons *Journeys * <i>Out of the Dust</i>
February 18-22	Compare and Contrast Formats/ Integrate information from various sources. ♦Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. ♦Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RL.6.7 RI.6.7	*Interactive Literature Notebook-Lessons 23-24 *Classworks Mini-Lessons *Journeys * <i>Out of the Dust</i>
February 25-March 1 Common Assessment 3	Trace and evaluate arguments and claims. Compare and contrast author presentations. ♦Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ♦Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ♦Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.8 RL.6.9 RI.6.9	
March 4-8 Ready Assessment 3	9 Weeks Test		

4 th NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
March 18-May 23 March 21 Report Card Pick-Up	Speaking and Listening *rules for discussion *pose and respond questions *preparedness for discussions *review key ideas *follow an argument *present claims and findings *present claims and findings ♦Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. -Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. -Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. -Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1 SL.6.1a SL.6.1b SL.6.1c SL.6.1d	**Done during class and group discussions in reading and writing
March 18-May 23	Argument Writing ♦Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented.	W.6.1 W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook
March 18-May 23	Informative Writing ♦Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. -Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. -Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. -Use appropriate transitions to clarify the relationships among ideas and concepts. -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from the information or explanation presented.	W.6.2 W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e W.6.2f	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook
March 18-May 23	Narrative Writing ♦Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. -Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. -Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. -Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. -Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. -Provide a conclusion that follows from the narrated experiences or events.	W.6.3 W.6.3a W.6.3b W.6.3c W.6.3d W.6.3e	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook
March 18-May 23	Grammar and Mechanics (pronouns, sentence structure, non-restrictive elements, spelling) ♦Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Ensure that pronouns are in the proper case (subjective, objective, possessive). - Use intensive pronouns (e.g., myself, ourselves). - Recognize and correct inappropriate shifts in pronoun number and person.* - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* ♦Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.1 L.6.1a L.6.1b L.6.1c L.6.1d L.6.1e	*Interactive Writing Notebook *Anchor Charts *Common Core Writing to Text *RACE Flipbook

	<ul style="list-style-type: none"> - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* - Spell correctly. 	L.6.2 L.6.2a L.6.2b	
March 18-22	<p>Cite text evidence and draw inferences from text.</p> <ul style="list-style-type: none"> ♦Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	RI.6.1 RL.6.1	*Interactive Informative Notebook
March 25-29	<p>Determine a central idea or theme and how it is conveyed. Summaries</p> <ul style="list-style-type: none"> ♦Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ♦Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination. 	RI.6.2 RL.6.2	*Interactive Informative Notebook
*Common Assessment 1			
April 1-5	<ul style="list-style-type: none"> ♦Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ♦Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	RI.6.3 RL.6.3	*Interactive Informative Notebook
April 8-12	<ul style="list-style-type: none"> ♦Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ♦Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 	RI.6.5 RL.6.5	*Interactive Informative Notebook
Common Assessment 2			
April 15-26	<p>Word Meanings; Greek and Latin roots and affixes; reference materials; word relationships; connotations and denotations</p> <ul style="list-style-type: none"> ♦Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. -Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). ♦Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	RI.6.4 L.6.4b L.6.4c L.6.5b L.6.5c L.6.6	*Interactive Informative Notebook
April 29-May 3	<p>Point of View/Author's Purpose</p> <ul style="list-style-type: none"> ♦Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ♦Explain how an author develops the point of view of the narrator or speaker in a text. 	RI.6.6 RL.6.6	*Interactive Informative Notebook
Common Assessment 3			
May 6-17	<p>Integrate information from various sources. Trace and evaluate arguments and claims. Compare and contrast author presentations.</p> <ul style="list-style-type: none"> ♦Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ♦Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ♦Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ♦Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ♦By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ♦By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	RI.6.7 RI.6.8 RI.6.9 RL.6.9 RL.6.10 RI.6.10	*Interactive Informative Notebook
Common Assessment 4			
May 20-23	9 Weeks Test		